Operational Updates

2015 National Content Test: Race and Ethnicity Study Plan and Recent Outreach Activities

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2015 National Content Test
Agenda

- Refresher on 2015 NCT

- Update on response rates

- Where we are now

- Overview of race and ethnicity study plan

- Outreach to advisory groups and stakeholders

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2015 National Content Test
Refresher Overview

- Census Day of September 1, 2015
- Used a large, nationally representative sample of 1.2 million addresses, including Puerto Rico
- Evaluate and compare different census content, including race and ethnicity, relationship, and within-household coverage
- Refine estimates of national self-response and Internet response rates and continue testing different contact strategies for optimizing self-response
- Conduct content reinterviews with a subsample of respondents, to measure accuracy of race/ethnicity and coverage

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2015 National Content Test
Contact Strategy Design

Panel		1	2	3*	4*	5*
1	Internet Push (Control)	Letter	Postcard	Postcard	Questionnaire	
2	Internet Push with Early Postcard	Letter	Postcard (3 days sooner)	Postcard	Questionnaire	
3	Internet Push with Early Questionnaire	Letter	Postcard	Questionnaire	Postcard	
4	Internet Push with Even Earlier Questionnaire (Low response stratum only)	Letter	Questionnaire	Postcard	Postcard	
5	Internet Choice (Low response stratum only)	Questionnaire	Postcard	Postcard	Questionnaire	
6	Internet Push with Postcard as 3rd Reminder	Letter	Postcard	Postcard	Questionnaire	Postcard
7	Internet Push Postcard	Postcard	Postcard	Letter	Questionnaire	
8	Internet Push with Early Postcard and 2nd Letter Instead of Mail Q	Letter	Postcard (3 days sooner)	Postcard	Letter	
9	Internet Push with Postcard and Email as 1st Reminder (Same time)	Letter	Postcard and Email (3 days sooner)	Postcard	Questionnaire	

*Targeted to Nonrespondents

2015 National Content Test
Preliminary Response Rates

	Panel	Internet	Telephone	Mail	Total
1	Internet Push (Control)	37.5 (0.19)	6.5 (0.09)	9.5 (0.11)	53.6 (0.18)
2	Internet Push with Early Postcard	37.1 (0.16)	6.5 (0.09)	9.8 (0.11)	53.4 (0.18)
3	Internet Push with Early Questionnaire	33.7 (0.17)	5.1 (0.08)	14.3 (0.12)	53.1 (0.17)
4	Internet Push with Even Earlier Questionnaire (Low response stratum only)	16.8 (0.23)	3.2 (0.10)	17.5 (0.23)	37.5 (0.28)
5	Internet Choice (Low response stratum only)	10.8 (0.17)	2.1 (0.09)	29.8 (0.28)	42.6 (0.29)
6	Internet Push with Postcard as 3rd Reminder	38.1 (0.18)	6.8 (0.09)	10.4 (0.10)	55.2 (0.18)
7	Internet Push Postcard	36.1 (0.17)	6.1 (0.09)	9.9 (0.11)	52.1 (0.18)
8	Internet Push with Early Postcard and 2nd Letter Instead of Mail Q	41.0 (0.18)	7.4 (0.10)	N/A	48.5 (0.17)
9	Internet Push with Postcard and Email as 1st Reminder (Same time)	37.8 (0.18)	6.3 (0.09)	9.8 (0.10)	53.9 (0.19)

2015 National Content Test
Where Are We Now?

- Finalizing all data processing, including coding and editing
- Finalizing study plans for relationship and optimizing self-response
- Working on data analyses
- Feedback and outreach on race and ethnicity study plan

Overview of Race and Ethnicity Study Plan

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Race and Ethnicity Study Plan
Introduction and Background

- Explains purpose and goals of 2015 National Content Test (NCT)
- Provides background on current OMB race and ethnic standards
- Overview of major Census content tests over past 40 years
- Connects 2010 AQE research to NCT goals and objectives for improving data on race/ethnicity

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Race and Ethnicity Study Plan
Methodology

- Thoroughly explains NCT research dimensions, scope, and objectives
- Documents how sample design was developed; provides illustration of how oversampling of   major groups was allocated across the country
- Provides overview of NCT initial survey and reinterview evaluation
- Discusses data processing, coding, and editing operations

Race and Ethnicity Study Plan
Dimensions and Testing Paths
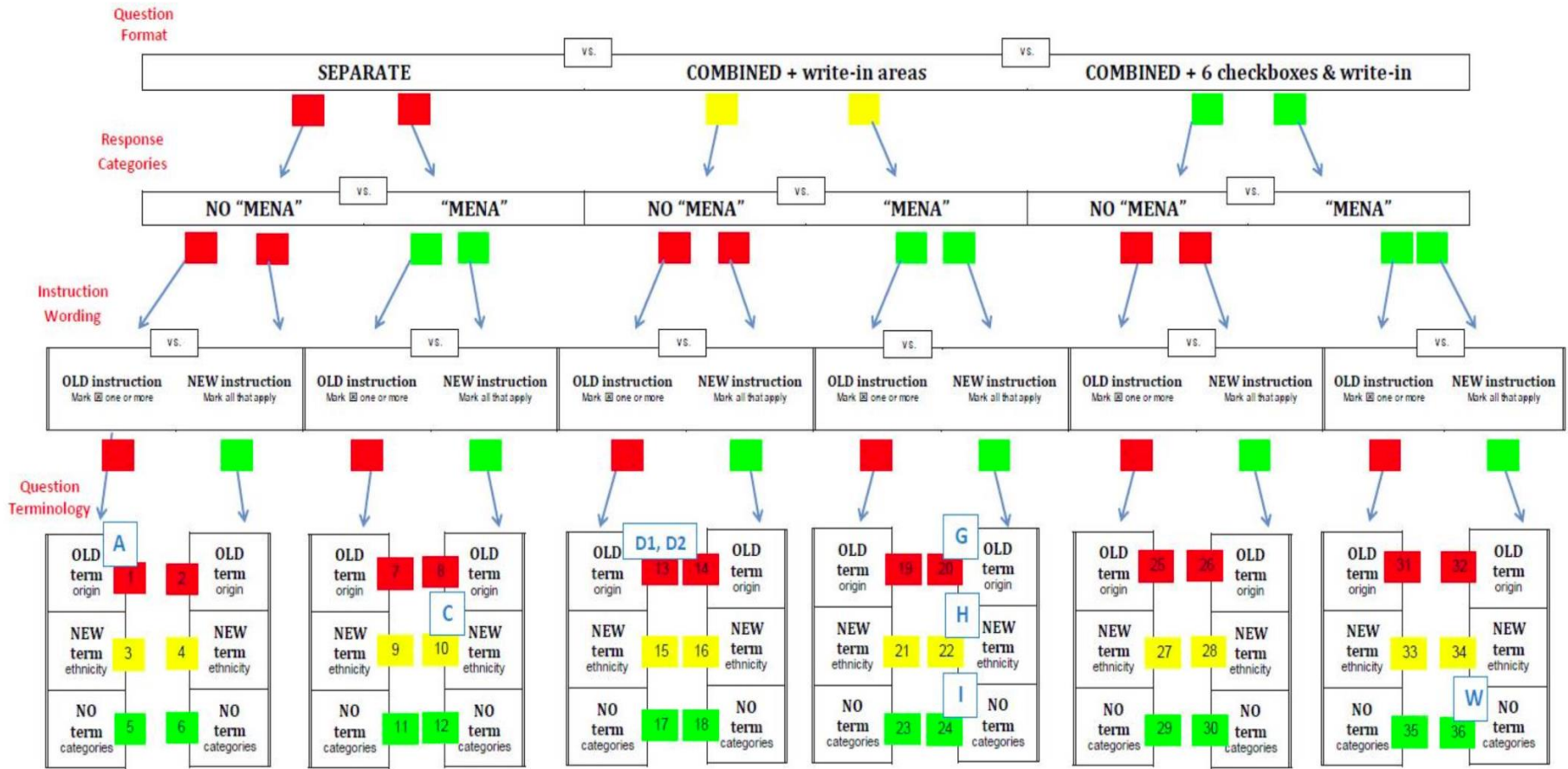
Race and Ethnicity Study Plan
Goals for Mid-Decade: Race and Hispanic Origin Research

Key Dimensions to Explore

- Separate questions vs. combined question

- "Middle Eastern or North African" (MENA) category

- Instruction wording and terminology
- Web-based designs to improve question understanding and optimize reporting of detailed racial and ethnic groups

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Race and Ethnicity Study Plan
Research Questions and Decision Criteria

- Research questions, data tables, and decision criteria were developed for each of the NCT research dimensions

- Our hypotheses are presented as research questions (a priori), along with table shells and explanations of what will be analyzed

- Decision criteria present how the results will be evaluated to make recommendations

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Race and Ethnicity Study Plan
Question Format

Separate

Combined w/ Write-Ins

Combined w/ Checkboxes

Race and Ethnicity Study Plan
Web-Based Designs

Separate Question for Hispanic Origin

Separate Question for Race

Race and Ethnicity Study Plan
Web-Based Designs (Continued)

Combined Question for Race and Ethnicity with Write-in Areas

Race and Ethnicity Study Plan
Web-Based Designs (Continued)

Combined Question for Race and Ethnicity with Detailed Checkboxes and Write-in Areas

Race and Ethnicity Study Plan
Separate vs. Combined

Research questions for making decision recommendation

Which approach yields more accurate responses, per reinterview?

What is the effect on reporting of major race/ethnic groups?

What is the effect on reporting multiple-responses?

Which approach yields more accurate multiple-responses, per reinterview?

Which yields better self-identified reporting for Hispanics, per reinterview?

Which format has lower item nonresponse rates?

What is the effect on detailed reporting, across major categories?

How do the formats affect the reporting of specific detailed groups?

What is the effect on detailed reporting in each write-in area?

How do the "race" reporting patterns for Hispanics compare across formats?

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Race and Ethnicity Study Plan
"MENA" Category

8. Which categories describe Person 1?
Mark all boxes that apply AND print details in the spaces below. Note, you may report more than one group.

☐ **White** – *Print, for example, German, Irish, English, Italian, Polish, French, etc.*

☐ **Hispanic, Latino, or Spanish** – *Print, for example, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.*

☐ **Black or African Am.** – *Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.*

☐ **Asian** – *Print, for example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.*

☐ **American Indian or Alaska Native** – *Print, for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.*

☐ **Middle Eastern or North African** – *Print, for example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.*

☐ **Native Hawaiian or Other Pacific Islander** – *Print, for example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.*

☐ **Some other race, ethnicity, or origin** – *Print details.*

Race and Ethnicity Study Plan
"MENA" Category

Research questions for making decision recommendation

Which approach yields more accurate reporting of White and/or MENA, per reinterview?

Which approach yields more accurate responses, per reinterview, for respondents of MENA heritage?

Where are MENA responses being reported?

Which approach yields more accurate multiple-response data, per reinterview?

What effect does including a distinct MENA category have on detailed group reporting for MENA respondents?

Which approach optimizes detailed reporting of MENA groups, per reinterview?

What effect does adding MENA have on reporting of other major groups?

What effect does including MENA have on item nonresponse?

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Race and Ethnicity Study Plan
Instructions and Terms

Instruction Wording:

- *Mark* [X] *one or more boxes.*
- *Mark all boxes that apply…*
  Note, you may report more than one group.

Alternatives for Terminology:

- "Race," "Ethnicity," "Origin"
- Which categories describe you?

Race and Ethnicity Study Plan
Instruction and Terms

Research questions for making decision recommendation

Which instructions yield more accurate multiple-race data, per reinterview?

Which of the different terms yield more accurate multiple-race data, per reinterview?

What is the effect of instructions on reporting of major race/ethnic groups?

What is the effect of different terms on reporting of major race/ethnic groups?

What is the effect of instructions and terms on detailed group reporting?

Race and Ethnicity Study Plan
## Paths for Question Design Decisions

- Illustrates how the different NCT research dimensions are connected

- Presents a step-by-step walk-thru of each decision process for determining the ultimate question design recommendation

Race and Ethnicity Study Plan
Operationalizing the Decisions

Each of the 36 paths has an outcome for each of the decisions, represented by four quadrants
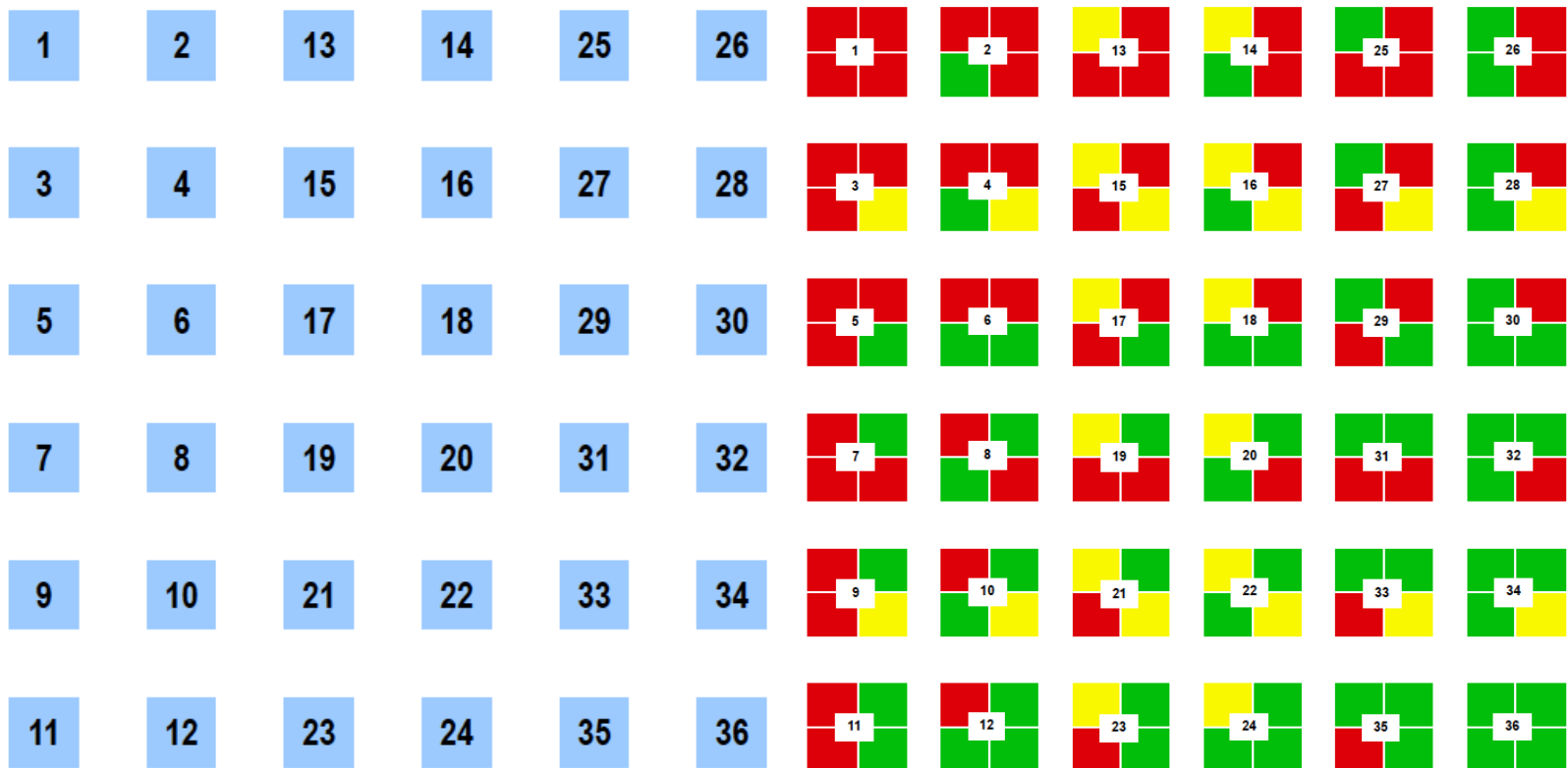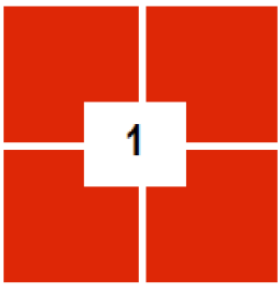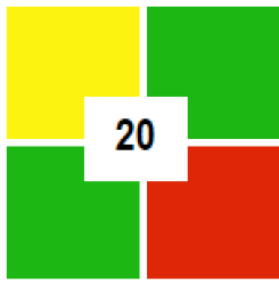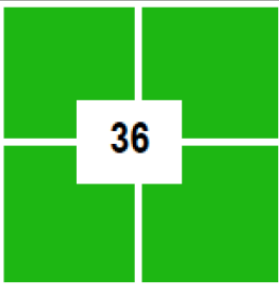
Race and Ethnicity Study Plan
Explanation of the Quadrant

Examples to illustrate how this operates conceptually

OPTION 1		separate question (red)	no MENA category (red)
		old instructions (red)	race/origin terms (red)

OPTION 20		combined with write-in areas (yellow)	MENA category (green)
		new instructions (green)	race/origin terms (red)

OPTION 36		combined with detailed checkboxes (green)	MENA category (green)
		new instructions (green)	no terms – "categories" (green)

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Race and Ethnicity Study Plan
Feedback from Key Advisors

This winter and spring, we are discussing the 2015 NCT Study Plan with our key advisors:

- National Academy of Sciences Panel on 2020 Census
  (meetings in January and February)

- OMB Interagency Working Group on Race & Ethnic Research
  (meetings in January, March, and April)

- National Advisory Committee
  (meetings in March, April, and May)

- Census Scientific Advisory Committee
  (meetings in March, April, and June)

Ongoing Engagement with Stakeholder Organizations

- Outreach and engagement with myriad communities about the 2015 NCT research plans

- Extensive public comments during from the Federal Register Notice on the 2015 NCT

- Shared NCT Study Plan with stakeholder organizations this month, and will conduct a virtual meeting to discuss research plans in late April

Next Steps

- Incorporate advisors feedback; finalize Study Plan (Spring 2016)

- Construct data, analyze results, develop report (Summer 2016)

- Discuss research findings with OMB and Interagency Working Group on Race and Ethnic Research (Summer 2016)

- Present NCT results and recommendations to public; discuss findings with advisory groups and stakeholder organizations (Summer – Fall 2016)

- Submit content topics for 2020 Census to Congress (April 2017)

- Submit final wording for 2020 Census to Congress (April 2018)

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